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ABSTRACT

The official program of the Kentucky state conference for teachers of exceptional children (held in Louisville, October 30-31, 1970) is presented accompanied with photographs of the conference participants. Included are introductory comments by Leroy Marshall relating his childhood experiences and goals to those of special education, Stella Edwards' talk on the influence of the teacher on the special education program, and a speech given by Ernest Siegel focusing on the needs of the older exceptional child. Interest sessions which were held during the conference are summarized in the following areas: core discussions and physical education for the handicapped, language development and assessment, arithmetic concepts for the mentally handicapped, classroom discipline, an evaluation of activities for the trainable mentally handicapped, multi-media approach to materials, programs for educable mentally handicapped high school students, and problems of emotionally disturbed children. A list of exhibitors is also provided. (KG)

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Conference Proceedings

1970 state conference for teachers of exceptional children

EC 031 501

October 30-31, 1970
Louisville, Kentucky

EC031301

Vondell P. Butler
Superintendent of Public Instruction

STATE CONFERENCE

FOR TEACHERS OF EXCEPTIONAL CHILDREN

OCTOBER 30-31, 1970

Seelbach Hotel

Louisville, Kentucky

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[redacted]

[redacted]

Sponsored by:

Division of Special Education
Bureau of Instruction
Department of Education
Frankfort, Kentucky

[redacted]

Tom C. Sale
Assistant Superintendent
for Instruction

DIVISION OF SPECIAL EDUCATION
STAFF MEMBERS

Stella A. Edwards, Ed.D., Director
Elizabeth Baker, Assistant Director
Thomas E. Behrens, Assistant Director
Jean Bell, Consultant
Jean C. Criswell, Consultant
Elizabeth Parker, Consultant

Left to right, Mrs. Elizabeth Baker, Miss Elizabeth Parker, Mr. Thomas E. Behrens, Mr. Tom C. Sale, Assistant Superintendent for Instruction, Dr. Stella A. Edwards, Miss Jean Criswell, and Mrs. Jean Bell

[illegible]
Program

[illegible]

[illegible]
7:30 PM [illegible]

[illegible]

Left to right, seated: Mrs. Mary Jane Shouse, Mrs. Mary C. Patrick, Mrs. Jean Bell, Mrs. Margaret Bryan, Miss Lucy Tracy. Standing: Mrs. Elizabeth Baker, Miss Elizabeth Parker.

Students come from Brevard College with Visitor Lounge hats.

And they registered...

Teachers come from local school districts.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Dr. LaRoy Gentilcore, Dr. Stella G. Chaves, and Mrs. Elizabeth C. Baker discuss "The Parable of the Fish."

[illegible]
[illegible] am

[illegible] and Society
[illegible] and Exhibits
Wellness Report

Present members of the Division staff enjoy coffee and donuts with guest members of the staff. Left to right: Mrs. Joan Bell, Mrs. Jo Ann Williams, Miss Elizabeth Perdue, Miss Hilda Eaton.

PRESENTED: [illegible]

ENTITLED: "The Influence of the Teacher on the Special Education Program"

[illegible]

Miss Sandra Stark and Mrs. Sharon Willis, Boone County, and Mrs. Edith Stark and Mrs. Lucy Gilkerson, Covington Independent, ask more about how they can influence Special Education in Kentucky.

Mrs. Mabel Smith, Lynch Independent, and Miss Susan Steele, Oldham County, congratulate Dr. Edwards on her election as First Vice President of the National Council for Exceptional Children. She will be President of CEC in 1972.

[illegible]

09:00-11:00 AM Session A

11:15-12:15 PM Session B

* * * * * * * * * * * * *

Group I "New Dimensions in Recreation and Physical Education for the Handicapped Child"

Gracie Davis
Physical Education Teacher
for the Educable Mentally Retarded
St. Paul Public Schools
St. Paul, Minnesota

Group II "Language Development and Assessment"

Dieter Benoit Miltenberger
Director of Creative Growth Clinic
Creative College

Group III "Introduction of Arithmetic Concepts to Mentally Retarded Children"

Martha Dunnagan, Ed.D.
Associate Professor
Department of Curriculum and Instruction
University of Kentucky

Group IV "Discipline in the Classroom"

Billie Deming
Associate Professor of Special Education
Department of Educational Services
Murray State University

Group V — "An Evaluation of Activities for the Trainable Mentally Retarded"

Kay Ligon
Head Teacher
Marshall County School of Exceptional Children
Marshall County Schools

Group VI — "Multi-media Approach to Materials for Exceptional Children"

Elizabeth J. Churchill
Director of Services
University of Kentucky Regional Special Education Instructional Materials Center

Group VII — "Programs for Educable Mentally Retarded High School Students"

Ralph White, Ed.D.
Professor of Special Education and Rehabilitation
Eastern Kentucky University

Group VIII — "Problems of Emotionally Disturbed Children"

C. Michael Nelson, Ed.D.
Director, Program for the Emotionally Disturbed
Department of Special Education
University of Kentucky

the Bahama Jpeng - Greenville Independent
Service which INTEREST SESSION to attend

[illegible]

12:30 PM [illegible]

PRESIDING: Thomas G. Gutheinz
Assistant Director
Division of Special Education
State Department of Education

GUEST SPEAKER: Wendell P. Butler
Superintendent of Public
Instruction
State Department of Education

SUBJECT: "The Exceptional Child Grows Up"
Irving Siegel, Ed.D.
Supervisor, Education of the
Physically Handicapped
New York City Board of Education

Mr. Wendell P. Butler extends greetings.

Mr. Thomas G. Gutheinz introduces Dr. Irving Siegel at the Saturday luncheon.

Dr. Ernest Siegel, Dr. Stella A. Edwards, and Mr. Thomas D. Gibbons discuss national trends in Special Education.

Dr. Leloy Bouillat and Mrs. Elizabeth Baker discuss the First General Session of the Conference.

"The Parable of the Fish" holds everyone's attention at the Friday evening session.

"THE PARABLE OF THE FISH"

Leroy Marshall, Ph.D.
Associate Professor
Department of Studies and Behavioral Disabilities
University of Wisconsin

It is a distinct pleasure to be here in Louisville, Kentucky, with you this evening. In the short time that I have been here I feel that I have made many new friends and professional acquaintances. Friendliness can certainly be stated as a major asset of the State of Kentucky.

I am impressed by the size of this group; it tells me something of the professional responsibilities and interest of the teachers in Kentucky. I have enjoyed your weather. Last night at home I was listening to the weather report and snow was mentioned several times.

Professionally, we are doing a number of interesting things at the University of Wisconsin. We are working in operate learning; we are working in precision teaching; we are working on programs of automated stimulation for children in institutions; we are working in early and longitudinal education of children in ghetto districts; we are working in about every single area that we can think of of professional endeavor in the area of Special Education.

But, you are doing that here in Kentucky; they are doing that in Indiana; they are doing it in Illinois; they are doing similar things in universities all over the country.

I have looked at the program and you are going to get a great deal of very professional types of information tomorrow. The situations and the presentations to be made appear to be most stimulating. It is my wish that I could be here to attend

some of them. Tonight I will probably be a great disappointment to a number of you because I am not going to talk about anything very professional. I am going to be very unprofessional and I am taking my cue from this current rash or this current fad of what we call "cinema verite"; if you will recall, pictures which are supposedly true to life. This is precisely--for better or for worse--what this is going to be.

This is going to be a kind of "cinema verite." This will be a slice of life and it is a real slice of life because it is a slice of my life. Now, in calling this presentation tonight, "The Parable of the Fish," I will define a "parable." Perhaps you will see that this is a parable. A "parable" as defined by the Random House Dictionary is "A short, allegorical story designed to convey some truth, principles, or moral lesson; a statement of comment that conveys a meaning indirectly by use of comparison, analogy or the like."

Now, everyone of us at one time or another has started remembering, thinking, jogging our memory. How far back can we go? We remember yesterday. I am sure that if there are any golfers in this group, they can remember hole by hole the score they shot last Saturday. You can go back further. Some of you can remember wedding dates ten or fifteen years ago. Some of you can remember the birth of a child twenty years ago--twenty-five years ago. But still we can jog our memories further and further back until we reach a point beyond which we can no longer remember. There is, however, this point where our memory begins, and in some respects this can be the historical point at which our life begins.

I have done a little exercise. I have purposely sat down and tried to think how far back I can remember as a child. I always come to the same place--that is a day that I can remember very well. Before this, I can not remember.

I was a very young child living in a small, very modest house in a town in the mountains of the west. My father worked on the railroad. I remember this particular day when my father took me by the hand and said "Let's go for a walk." I was very

glad to go for a walk with my father. His legs were long and mine were short. We walked down the paved street to town. We walked to the dirt road and then we turned and headed toward the mountains. We walked by the old ice house, through the willows, and finally we came to a little strip of land. There I saw the most beautiful thing in the world I had ever seen in my life and that is where my memory begins. There was "The River" pouring down between the cut of mountains, and its sound became the sound of time. It sparkled, it glistened beautifully--rustled the trees. It was a scene that I have never been able to adequately describe and that I have never been able to forget. That day I just stood there and marveled.

As we went home, he told me "Now, I don't want you to go near the river. It will be cold and deep and you don't know how to swim." But, for the next several years I would lie in bed at night and think about that river. As I got older and stronger and a little more independent, irresistably I went back to that river. I went by myself. And this is really what this is--a story about the river. I went back by myself and I put my hand and foot in it, waded in it, learned to swim in it. I found myself spending days by the river. I watched the river rise up in the winter and I watched the spring floods come. I watched the river get low in the summer and I watched the trees come in the fall. I watched the ducks fly north and watched them fly south. I grew to know this river. When I was upset I would go to the river. When I felt good I would go to this river and I would just sit there.

I would watch a piece of wood float down the river and would pick it up and would say to myself--I wonder where this piece of wood came from. I would look up to the mountains. Did it come from some branch up there? Did it come from some small town way up the valley? But, I knew that the river was bringing me something from another part of the world. So, I would take another piece of wood and throw it in the river and I would close my eyes and I would picture this piece of wood floating by buildings. I would picture this piece of wood floating into the Missouri by St. Louis, into the Mississippi, and this little piece of wood that I held in my hand

finally shooting into the bulk of Mexico.

One day, another one of those very remembrable days for me, I was sitting by my stove and the children were overhanging and I was just sitting there thinking the thoughts that a young boy would think and a bug was crawling along the children and it dropped into the stove. As I looked at the bug, suddenly out of the depths another wonderful thing happened in my life. I saw a trout--a large beautiful trout colored and lying poised in the current, reached up and curled in the bug and disappeared. From that day on my life assumed a new direction.

I wanted to be a fisherman. I wanted to learn to catch the trout--to know the trout. It was something mysterious. It became not quite as obsessive but it did become a goal. I did start pursuing the trout. I pursued the trout avidly. I fished for trout in the winter; I fished for trout in the spring, summer and the fall--the great trout. I caught many trout.

Now we have another portion of the story. We have school and we have society. At the other end of town north from the river was the school, and the first word I can remember being used about me in school was the word "unmotivated." As I grew a little older, the words became "fairly adequate." And by the time I was in high school the word describing me as a student in that school in that time was "inadequate." I was a bad student--I was a poor student. We didn't have special education those days or I would have been in a class for the slow learners I am sure. My studies were desultory. I found many ways in my school career that if I would keep quiet, sit in the back, raise no fuss, never question, presenting no problems, I would get through, and I did.

There are things that as I look back on, I can look back on somewhat more realistically than I did at the time that I was actually going through them. Perhaps as I go along you can see this portion unfold.

I can remember distinctly the day in Manual Training. They call it Industrial Arts now but this was called Manual Training. The day that the manual training

instructor had the full class, twenty-three of us, seated on our folding benches. He came and motioned to me and led me to the front of the group. He said to the other twenty-two boys in the class, "In fifteen years of teaching Manual Training I have never seen a poorer student. This is the clumsiest person I have ever seen with his hands in my life. This is what I do to the work that all of these clumsy hands do." And he picked up my dusty-wusky, which I did not want to make in the first place, and he smashed it on the solid oak manual training bench and I got an "F" in Manual Training.

A week before that I had won a regional fly casting championship--a junior championship. I won it in a very convincing fashion with a rod that I made myself from discarded bamboo, my father's razor blades, a couple of broken coke bottles that I used for wrapping, my mother's sewing silk, with the help of a friendly blacksmith to shape some ferrules, and some salged cork for the handles. I had, by hand, made a perfectly balanced fly rod with which I won a very significant championship. It was a very beautiful fly rod and at the end of the championships I was offered $50 for it which, to me, was an enormous amount for that fly rod, but I didn't want to sell it. I should leave the story there but I won't. I went out fishing about a month later with it and got it wet. I found that to my complete embarrassment that I used the wrong kind of glue because my beautiful rod came completely to pieces. But, I still got an "F" in Manual Training because I couldn't work with my hands.

I can remember Geography. Now this is high school geography which was required of all students at that time. I brought home a failing mark in geography. I brought home a failing mark in geography because I couldn't recall such things as what the principal city of Alsace Lorraine was, or what was the second largest city in Germany. I couldn't recall what the principal export of Spain was or how many match springs you can make from a pound of steel in Switzerland. But I did know some geography very well. I knew that in the South of England they had the finest direct

the Chehaw River, and the Suwannee River. I know where the rivers rose in England and I know where they entered the sea. I know the kinds of trout in them. I know the lengths of the rivers. I know the villages along the rivers. I know in the West Midland of England there was the Thames River, the Ouse River, and the Lugg River. I knew the Derbyshire section of England, about the Dove, and the Wye and the Derwent. These are trout streams. I knew trout. I knew trout streams. Norway? I didn't remember much of Norway. But, I could tell you anything you wanted to know about the drainages, the valleys of the Drina River, the Sutjeska River, the Lauvdal River--places where trout fishermen sought their trout.

In American Geography I didn't know the capital of Maine, yet I could tell you what you wanted to know about the Kennebec River, the Allagash River, the Spencer and the Moose. In the midwest I knew of the Au Sable River, the Brule River, the Big Two-Hearted River. The western part of the United States I knew like the back of my hand. The rocky were rivers. I knew the Yellowstone, the Madison, the Gallatin, the Jefferson, the Snake and the Green. I knew these rivers and I knew them well. In the West Coast I knew of the Sacramento River, the Feather River, and the Klamath. Where there was trout I knew geography well, but where there were no trout I failed in geography.

If I remember correctly, I don't think Kentucky had much trout fishing but I can remember Kentucky as the home of multiplying reels. There are bait casting reels. I can remember the names of Pflueger and Louisville as manufacturing points of multiplying reels. No trout, but they did make reels for the trout fishermen.

History. I was obsessed in History. I did poorly in Montana History in fact, but yet I lived with history. I knew the history made along the rivers where I fished. I camped where the Arapaho, the Piegan, and the Crow had camped. I studied the History of Lewis and Clark even to the point of purposefully following their march for a number of miles. I went to the confluence of the three major rivers mentioned in their chronicles. I sat on the very sandbar that Lewis and Clark must

have sat upon as they made their decisions about continuing their explorations. I hiked to the mountains to the exact place where John Bozeman was killed. I hiked with a fly rod in my hand because I knew there was a stream there. I hiked until I could reconstruct the actual place where Long John Colter was captured by a tribe of Blackfoot Indians. He was stripped and set out to run for his life ahead of them. The braves started running after him to put him to death but Colter managed to stay ahead of them, finally taking refuge in the river. He hid in a beaver dam and made it to the nearest settlement over sixty miles away. I covered the same territory that John Colter had covered. I went back into the valleys, canyons, and mountains which still bore Jim Bridger's name. I went fishing there, and I knew, and I walked, and I camped, and looked upon the very same hills in which Jim Bridger had created History, and yet, I failed History.

Then Latin--for some reason I found myself in a Latin class. Miss Pearl was the local Latin teacher and she was interested in building up the enrollment in the Latin class, and I became one of the members. I think you have already seen the picture. We started Latin and I got no farther than the beginning of "Caesar's Commentaries": "Gallia est omnis divisa in partes tres." I thought to myself--this is not for me. I did failing work in Latin. Yet I could classify every kind of fish that swam in the drainages of the Eastern slopes of the Rockies by their Latin names. I knew over two hundred species of insects by their Latin names. I knew my Ephemeroptera. I knew that the Ephemerella Invaria hatched in the morning and that Stenonema Pulcrum hatched in the evening. In Latin I knew what provided a substantial portion of the trout's diet. I knew my Ephemerella late simulans. I could identify these by the lateral median, by the metanotum. I needed these words to tell my little insects apart. I knew how to recognize Stenonema vicarium by the intercalary veins in their wings. I knew my Latin but only as applicable to fish and fishing. But, my teacher said I failed Latin, the school said I failed Latin, society said I failed Latin, and I believed sincerely that I had failed Latin, yet I still find my Latin useful.

English Literature. I am sure that some of you are probably about my age and you may have gone through the same experiences I did. I went into English Literature with some interest and I was presented with a choice. I had to read "Silas Marner," "Will on the Floss," and one other English book of my choice. The book of my choice was "Return of the Native." I thought, "At last something about fishing," because we had the native trout and it was written by a man by the name of Hardy, and Hardy is the finest manufacturer of single action fishing reels in England. By the first page I knew I had been had. But I got through with a "D-" in English Literature just by getting to class.

At the same time I was essentially failing English Literature. I had just finished reading the "Book of St. Albans" that had been written in 1486 by the Prioress of a Nunnery on one of the English trout streams, Dame Juliana Berners, who wrote "The Treatise of Fishing with an Angle." I had even imitated some of the flies that Dame Juliana Berners had tied. I had read the codifications of the sport of angling in the fourteenth and fifteenth centuries in England. I had read the works of Izaak Walton. I knew that he lived from 1593 to 1683. I knew him as he was referred to as the "gentlest teacher and the powerfulest preacher of the art and science of conservation" when he had written the "Compleat Angler" in 1653. I had read reprints of the original editions. I read Charles Cotton's subsequent publication of Walton's work. I read the works of Macnail and Denny. I read the work of Barber in 1651--all on trout. I found out that Izaak Walton was an ardent Royalist in the time of Cromwell. In his lessons, the descriptions of the trout streams probably told me far more about the English countryside, about the feeling of the people of England, about the political climate of the day, about the religious aspects of the day than my assigned readings would have. I was a failure in English Literature. My teacher felt that I didn't know English Literature and that I never would know English Literature and that the best thing the school could do was to move me along.

I sometimes think it was just as well that they didn't have a course in Sex Education or I would have failed that too. But, I can remember spending many hours lying on a large flat limestone rock with the sun coming over my back looking into the waters and watching the rainbow trout going through their beautiful, almost mystic ritual of spawning. I would watch the spawning cycle develop from the time that the male's colors started brightening until the female finally deposited the eggs in the nests in the bed of the stream. The male would cover them and the pair would stay around for a short while, then they would disappear into the depths again. I knew I would come back later and see the little fingerlings darting around, and I knew that these little fingerlings would someday be going through the same cycle.

Through fishing I learned several things. I learned patience because a fish could never be rushed. I learned flexibility--that if they weren't rising to the dry fly I could get them on a wet fly. If they weren't feeding on a wet fly, I would use a nymph. If they weren't feeding on a nymph, I would go to a streamer. I could change in order to discover what the fish wanted. I learned how to deal with frustration. There is nothing as frustrating as to get up early in the morning, ride your bike about fifteen miles, walk back about three miles, and find that there had been a little rain and you're faced with a muddy stream. I learned concentration, because no man can truly be a fisherman without learning how to concentrate.

One bright spot in my academic career was typing. Miss Kelly was our typing teacher and to start with she didn't like boys very well. Boys automatically got one grade lower than the girls but I found out quite early that Miss Kelly did like fish. So, whenever I would go fishing I would return up the alley by her house, and up to the back door and hang a couple of trout there. When I got my paper back I would always get A's and B's. I suppose subconsciously I was learning the first lessons of operant conditioning.

I can remember very distinctly one day when I was up the river about four miles and the big browns were moving. The way these big browns were moving made them look like a field of Hereford bulls--huge, beautiful, brown trout. And they were rising to the flies very nicely. I caught some magnificent trout that day and I kept a few of them. On the way home I left two of the largest hanging on Miss Kelly's back door. The next typing paper I got back I glanced at the grade and noticed an "F" on it. There, in Miss Kelly's very neat, precise little writing at the bottom of the page were two words underlined in red pencil "Too big." We had a nice understanding--I couldn't type worth a damn but I learned to enjoy typing. I type quite a bit and find it most useful. I still can't type the top row without looking at it and probably never will, but Miss Kelly's approach to my typing still serves me well after all these years.

All of this academic failure didn't get to me very much because I had my creel. I can remember one thing that really did get to me though. One day I brought home a report card and I had an "F" in Biology and this is the first ~~one~~ grade that I ever brought home that brought tears to my mother's eyes and I felt very badly about it. To this day I still don't know why. I don't know if it was that my Biology teacher had put it on in red, or if he made it twice as large as all the other grades that I had on that report card.

I remember very distinctly prior to getting that big "F" that our big project for that grading period was to dissect a frog. So, I went up to my teacher and I said "Sir, may I dissect a trout?" He took the big green textbook and he said "Turn to page 55." And I turned to page 55 and there was a leopard frog. He said "Does that look like a trout?" I said "No sir, that is a leopard frog," and he said "The book says to dissect a frog so you will dissect a frog." I really didn't much want to dissect a frog. A frog, at that time, didn't interest me. I did a poor job and I failed Biology that term. At home I had at least one hundred and twenty different colored drawings of parts of trout that I had dissected. I remember how

excited I was when I discovered, by myself, that a cutthroat trout constantly has between nine and twelve rays on the anal fin, and the brown trout has only nine to ten. I had the entire reproductive system of the trout drawn in true colors with colored pencils. I had drawn the circulatory system, the digestive system, the skeletal system. I became excited because in my drawings I discovered that the cutthroat trout has hyoid teeth at the base of the tongue, and the rainbow trout has none. I even made a few bucks betting other fishermen I could identify their trout by looking at their entrails.

I had analyzed the stomach contents of over two hundred trout very carefully. I would carry a notebook with me and as I would clean the trout I would cut it open, and identify the contents, determine what percentages were aquatic insects, what was terrestrial, and what percentages were other forms of stream life. I kept these meticulous counts because I wanted to know trout better. I was successfully living a real life Biology lesson, yet failing an artificial one. If frog had been spelled f - r - o - g - t, perhaps I would have gotten an "A." But, my Biology teacher said that I didn't know Biology, the school said I didn't know Biology, and subsequent universities knew that I didn't know Biology in high school.

Social life? I didn't have much of a social life. I can remember very plainly one day I was standing by my locker, and around the corner two girls were discussing dates for the Sadie Hawkins Dance, the dance where the girls ask the boys. I had never been to one and had never expected to go to one. I heard one girl ask another "Well, why don't you ask Ray, he won't have a date?" The other said "He smells like fish all the time." It wasn't until five years later that I found out that this wasn't meant to be a supreme compliment.

Traditionally, when you graduated from high school you walked out the door and turned right, walked twelve blocks, and went to work for the railroad. The husky boys went to work in the stockroom and in the back shops. The more academically inclined went to work in the post offices, the ticket offices, and the accounting

offices. The lucky boys went to work as brakemen. Eventually they would become firemen and engineers. When I walked out of the high school I turned left and went to the river and became a fishing guide. I pursued this profession with a great deal of pleasure and a great deal of love. For several years I was a fishing guide in the summer, a hunting guide in the fall, and I taught a little skiing in the winter. Finally, I felt that pleasant as this life was it wasn't getting me anywhere. I decided to go to college. I was admitted because I possessed a valid diploma from an accredited high school in the state. I went into education because, I reasoned, teachers only work nine months a year and I could fish the other three months. It took me ten years, all told, to get through college but eventually I became a teacher. I taught for a couple of years and felt I was no better or worse than most teachers. I had many frustrations in the classroom but I could accept them. Among my biggest frustrations were two boys in my class, one was Leon and the other was Keith. We were constantly at odds with one another in some form of classroom confrontation. I was teaching little and the students were learning little.

But, on the beautiful weekends I would fish and it all became worthwhile. I can remember one particularly trying week, so trying in fact I could scarcely wait for the weekend. But Saturday finally arrived. It was a day in early October. One of those Montana high mountain days, beautiful blue skies, a few cumulus clouds, a little breeze coming from the West and I went fishing over on the Little Blackfoot River. I went several miles up stream and had a very successful morning's fishing. Shortly after noon I decided it was time to start for home. After cleaning the few fish that I kept I sat down and put my booted feet in the clear, cold water and just looked at the glory, at the beauty of the day. The sun was shining warmly on my back, the breeze kept me a little cool, the aspen up on the mountainside were turning a rich golden yellow. I knew that the elk would be running in the high country and the deer starting to move down. Then, I glanced at the stream and I saw a pocket of water.

I said to myself "I know that there is about a three and a half pound trout in that piece of water." I said to myself "I think I will catch that trout." I looked at the situation realizing what time of year it was, knowing what kind of insect life was on the bottom, knowing that we had only a few late season terrestrials, knowing the size of the trout, the wisdom of the trout, the clearness of the water, the direction of the sun, and the direction of the wind. I looked to my fly line first and greased the last eight feet of it. I cut precisely six inches off my 3X leader and added precisely twenty-four inches of 3X leader to achieve the line-leader-fly balance that I needed. I then tied a No. 12 Joe's hopper that I had tied with pheasant feather instead of traditional turkey feather because I felt that the pheasant feather would give more the look of that late, darker, fall grasshopper that would be blown from the field where some cattle were feeding. Then I positioned myself and located the spot that I figured would be the trout's feeding station. I knew he was there but I knew that if I slapped the line in the water, or that if I had my drag in that line, I would have put the trout down. He was old and he was wise. I false cast four or five times, threw the line out in what I call a "double S" cast so that the bellies of the line would fall into the currents. As the currents moved the line would straighten out and the fly would float naturally. The fly came within three inches from where I wanted it. It floated twelve inches and a trout took it. He fought well. I weighed the brown trout in at three pounds and three ounces, then released him. I sat there feeling very good, very smug. As Custer had had his moment of truth on the Little Big Horn about seventy-five years before, I had my moment of truth on the Little Blackfoot.

I suddenly came to the realization--the inescapable realization--that trout fishing would never again be the same to me. Teaching, I realized, was by far and away the most satisfactory endeavor of mankind. I realized then too that I knew far more about the methods and materials of catching trout than I did of teaching

children. I could cast to a trout without putting it down, but how many children had I "put down" in the classroom? I knew all about the digestive system of the trout but I knew nothing of the learning system of a child. I could name sixty to seventy different types of flies without thinking. I knew how many twists of tinsel went best on a Gold Ribbed Hare's Ear and from which part of the mule comes the best fur to make your own fly dubbing. I knew many ways to catch trout but only one way to teach reading. I knew one history text, almost nothing about science. I was locked into the very type of system that had locked me in many years before. From that point on I started thinking about children and the methods and materials of learning. Eventually I realized that I had been very, very lucky because I had a river. I had a river that brought me stimulation, a river that brought me knowledge and practice in processing this knowledge. The river brought me meaning, and brought me individuality. I realized that within this river I had the trout and the trout had become a definite goal to work for. This helped me to become me. I realized that my Keiths and my Lorna often had no river. I realized that most of the children in my class had no river, that most of the children in my classes had no trout, and I realized then that to be a teacher I would have to be a river to all the children in my classroom. I would have to be the master fisherman who knew his methods of teaching and his materials of learning. I would have to find a trout, a goal, for these children so that some day in some way they can become fishermen in the stream of life that I enjoy so much. So ends the parable.

Conference participants examine Council for Exceptional Children materials. Left to right: Mrs. Sallie C. Summers, Hopkins County, Dr. Stella A. Edwards, Director, Division of Special Education, Mrs. Rhea Taylor, Director, United Cerebral Palsy of the Bluegrass, Miss Mary Paxton, Membership Chairman, Council for Exceptional Children, Miss Jerolyn May, Newport Independent, Mr. James L. Clark, Henderson County, and Mrs. Roberta B. Moore, Hopkinsville Independent.

"THE INFLUENCE OF THE TEACHER ON THE SPECIAL EDUCATION PROGRAM"

Phyllis A. Edwards, Ed.D.
Director, Division of Special Education
State Department of Education

Today it is my privilege to talk to you about something that is very close to my heart. I really believe in the topic that I am to discuss with you--"The Influence of the Teacher on the Special Education Program."

At the beginning of Special Education if we had had a meeting like this, there would have been very few people in attendance because there were very few people involved. You are Special Education. There is no doubt about that. Without you, these children would not be receiving the education that they need. Now, you teachers, beginning teachers, the teachers who have been teaching the special child for several years--all of you, I know, are very ambitious at the beginning of the school year; you are full of enthusiasm; you are ready to jump in and make this your year--the year for you and the children to remember.

After a couple of months, maybe this initial "gung ho" feeling begins to wear off. Sometimes I think that is why we pick the month October for our Conference, hoping to give you some help in this. You, as teachers, especially teachers of exceptional children, are suddenly faced with reality. Not only do you have to cope with the problems within the classroom but you encounter:

-Problems of the parents

"What can we do to help this child? Will he outgrow his problems?"

-From the problems of the community you encounter

"What is the child's place in society? Is he a part of society?"

-From your colleagues--the teacher of the so-called regular classroom may ask "What do we need to know about Special Education? Can these children you are teaching really be helped?"--I know you have heard that.

-From the problems of administration within the school district

"How can we provide a total program for 'special' children? We know the age range in your class, perhaps, is too wide. How can we find teachers to staff other programs for these children?"

-From you boss from us--the Department of Education

"How do we make the public aware of Special Education?"

When all of these questions come to you, naturally, I assume they get to you. So, you ask "What can I do about this? My place is in the classroom." You may say "My responsibility is to the children. I can not begin to solve all the problems of Special Education."

In all probability, you most probably underestimate your influence and the important role that you have to play. You are in the most strategic position of anybody in the total program of Special Education. To promote public relations--public relations through personal contacts with other teachers, pupils, parents, and the total community. You do make a difference. You do influence people every day. Your attitude toward the public becomes a part of your life. As a professional, you are in a good and most important position to promote a better understanding of Special Education.

Your influence is really great--do not underestimate it!

FIRST, and undisputed, you have influence on your pupils. I do not need to

tell you how sensitive children are and how they react to your attitude to them as individuals. They are quick to sense an interest; and then, someday when you may be a little tired, they are quick to sense lack of interest in them.

A positive relationship is strengthened when sound learning experiences are provided by you and the pupils are making progress. They feel this. They are appreciative of your patience in helping them overcome their own learning difficulties and the help they receive from you in acquiring new knowledge and understanding.

Yes, your influence is great!

You can see it every day.

You may see--Billie participating in a work-study program.

You may see--That shy little girl who first came in your school room at the first of the school year. She could not even tell you her name.

She may be now playing the lead part in your class play.

--And Janet can spell her name.

These are very important and your influence is great.

REMEMBER, your influence on parents of handicapped children.

You know the problems of adjustment that a child with problems has. They are many and manifold. Adjustments to the family, to the school, the community, to peer group, and adjusting with others. These are just a few of the hurdles that they must attempt to surmount. These hurdles are not different from the hurdles the so-called normal child has, but they are magnified by the child's problem.

It naturally follows that the adjustment of the handicapped child automatically becomes a problem of adjustment for parents. You must always remember--we must always remember--that the critical life event of having a handicapped child is a continuing one. It is not something that happens and is over and ended.

We must also remember that no matter what degree of emotional acceptance on the part of the parents, or the seeming emotional acceptance on the part of the

parents, they are continually faced with new and continued disappointments with their lot in life. As their child increases in chronological age, the awareness of the things he can not do also increases. These parents need help; they need understanding people to whom they can turn to discuss their problems and anxieties. As a teacher of these "special" children, you are in a key role in providing this vitally needed assistance to parents.

THIRD, your influence on the community. This is one of the most important contributions you can make. Now, the extent of your involvement with the community may vary with the size and location of the community. Usually, small communities are usually more exacting in their demands on you.

As teachers, you are sought by organized civic groups. You might say that you are sometimes considered as free labor because you are asked to take part in many activities, activities of churches, young people's societies, and youth organizations; in activities connected with adult education, alumni associations, local associations of interest to parents, parent-teacher associations, community chest, social clubs. You name it--and you are asked to participate in it.

You may find it hard to meet all these demands. After all, there are only twenty-four hours in your day as well as in my day. The fact remains that your contacts with the community are important. By virtue of intelligence, background, and training, you are in a strong position to make an outstanding contribution to the work of organized groups and to have your contributions to the activities of these groups associated with your profession.

At the same time, your membership in groups enables you to influence the attitudes of the fellow members--the attitude toward the "special" child. You can correct misunderstandings about the "special" child. You can supply factual data, interpret the program at which you are involved. Most of this is not an organized thing you do. Most of it is done through informal conversations, occasional talks. You may use films

or other media depending upon the opportunities that are available. Through the exchange of ideas you have a wonderful opportunity to interpret the Special Education Program to your community and to other communities.

It is obvious that sometimes you must establish limits in meeting all requests. However, all of us must be willing to cooperate fully with many community groups and agencies because of the benefits that result for our children. Not for us, but for the children. In these activities, you build relationships with the people who are extremely important in influencing the community attitudes.

NEXT, your influence on your fellow educators. Misunderstandings about the "special" child and the types of programs that are needed to help these children are not limited to persons outside of the teaching profession. I do not need to repeat that, but I am going to. I think we are all aware that it is not only people outside of the teaching profession who do not understand the "special" child and Special Education. Many educators are not aware of the many, many, many problems that are involved in teaching these children. Some are afraid to teach the "special" child; some fail to understand them or accept them; some of them will say to you "These children are your problem--you keep them in the classroom. They are no concern of ours."

In your contacts with others in the teaching profession--colleagues within your own school--if you are teaching a class, you can clear up misunderstandings about Special Education. You can influence the acceptance of these children by other teachers, the principal, by the assistant principal. The effect that you have on these people is reflected by the children that they teach. Through this communication, you can influence the acceptance of handicapped children by other children in the school, through the teachers, through your influence on their teachers.

To develop an understanding of Special Education by teachers of the so-called "regular" classrooms, to gain acceptance of these children by so-called normal

children, means building a working relationship whereby exceptional children can more easily become accepted as part of the regular school program, be enrolled in the regular school programs for at least part of the school day and, sometimes, move back into the so-called regular classroom.

YOUR OVER-ALL INFLUENCE IS GREAT--GREAT! Please think about this because you are the most important person in Special Education.

I have seen, from the vantage point where I stand, the effect that the influence of the teacher has had upon the state-wide program for exceptional children. I could cite you many examples of Special Education programs that have succeeded because of the insistence of one teacher--one Special Education teacher. I can say in all honesty and truthfulness that much has been done by the individual teacher. It may have been the first Special Education teacher in the school district--or a teacher who has been in the district many years--but the teacher has had a great effect upon the acceptance of a Special Education Program.

NOW we come to another area--school administrators.

Generally, school administrators have to be shown the benefits of a Special Education Program before it will flourish and grow. This is natural but they do have to be shown and, usually, programs that have flourished can be traced to good Public Relations--in good Public Relations between you, the Special Education teacher, and the school system and the community.

Now, there is another, sometimes less obvious, angle to your influence on Special Education. I have spoken of your effect upon the student, the parent, the community, colleagues, and administrators, but I have said nothing about the effect upon YOU as the individual and as the teacher. When you have been the agent for release of such self-initiated progress, you as well as others become enriched and enlightened.

AND NOW, AT THIS TIME IN 1979, YOUR INFLUENCE IS NEEDED EVEN MORE--not only on the points that I have touched upon but on a state-wide basis. You will have great influence, continued influence, and even more influence in the future, upon the state-wide program by the way you use your influence in the local community.

We can look back, all of us, on the progress Special Education has made in the past. We can turn the coin on the other side and look at it--all of the needs that are unmet. I do not need to belabor that point. You can project this into your own community.

Where do we stand now on a Special Education Program? We stand in a new era, if you will. It is a disappointing era and yet a promising era. It is a disappointing era because, as most of you know, the budget for classroom units is frozen for this school year and for the next school year. This means that if local school districts want to establish new programs, they have to find a source of funding other than the Foundation Program. This is bad, but there is a good side and this is where you come in--really come into it.

Many studies will be conducted now and in the future. I do not belittle studies; I believe in them.

The Department of Education is appointing study committees to look at criteria for Special Education programs we have now. These committees will review, evaluate and make recommendations to the Department of Education for changes. Many of you will be involved in these studies.

There is a State Task Force on exceptional children that has been appointed by the Governor. Some of you here are on that Task Force. The Task Force was mandated by statute. This Task Force will have local and regional committees to study programs for exceptional children. This is not new. We have been doing it all along but this Task Force is mandated by legislation.

Now, where do you fit in? You fit in exactly as I have been saying for the past few minutes. We need your support. The Department of Education, the Task Force, all study committees can not be most productive without your help. You in your local community must communicate, cooperate--not just with each other but parents, your colleagues, and the community. You must become aware of the time when the study committees are set up. You must make every effort to become involved because who can represent the needs of these children better than you? No one. These committees need you. The time is now and I ask you--I urge you to add one more job to the many you have and become involved in all of these committees that will be established. You will know when they are established in your local community or region.

THE TIME IS NOW! Special Education either goes forward in improved programs and continued progress or we stop where we are!

The responsibility is yours, the opportunity is yours. You must continue to make efforts to influence the people. I know you can do it. I know of your abilities; I know of your willingness. I would like to leave you with this one thought, if I haven't said anything else: "THE DEGREE OF YOUR INFLUENCE DEPENDS ON YOU!"

Out-of-State speakers meet prior to the luncheon. Left to right: Dr. Ernest Siegel, Supervisor, Education of the Physically Handicapped, New York City Board of Education, and Mr. Ernie Davis, Physical Education Teacher for the Educable Mentally Retarded, St. Paul Public Schools, St. Paul, Minnesota.

"THE EXCEPTIONAL CHILD GROWS UP"

Stewart Riegel, M.S.
Supervisor, Education of the
Physically Handicapped
New York City Board of Education

Special Education has traditionally focused on the youngest child. This can be seen by examining the thrust of most texts dealing with exceptional children, by considering the "level" of the Special Education materials, and finally by the realization that there is a dramatic lessening of Special Education programs and facilities for the older exceptional child. There is some irony in this, since the exceptional child who is growing up often is faced with additional problems which are superimposed upon his original set of needs. Hence he often requires an increase--rather than a curtailment--of supports.

The first and most serious problem is that the grown up exceptional child still requires considerable patience and acceptance, but the qualities that enabled him to elicit the attention, admiration and readiness to help are no longer there. As a young child, he could get by on "cuteness", but now he is no longer young nor cute. The egocentric speech style which was so appealing when the child was younger is now merely boring. The honesty and naivete which one found so delightful years ago now gives way to facades, subterfuges, and inappropriate defensive mechanisms which often irritate. Adolescent smells are less desirable, Theodor Reseburg's Life on Man notwithstanding. There is a difference between the drooling of a four year old and a sixteen year old. It may very well be that the "maternal instinct" which is present

to all adults (male and female) to some degree, and which facilitates a child's successful emergence from his dependency period, is not available to the older child. All children as they grow older become less appealing and less able to totally and immediately endear themselves to adults. For the normal child, this loss is offset by his reciprocal growth in independency; however, the handicapped child remains dependent. Thus he is rendered at once vulnerable and defenseless.

The dilemma facing non-handicapped adolescents is magnified in the exceptional child, particularly so, in the case of the mildly handicapped. Not only is he faced with the question: Am I a man or a child? but also with Am I handicapped or normal? The gulf between the emerging sex drives and outlets is wider for the handicapped adolescent than for his normal counterpart.

Additional problems include: the development of secondary traits such as poor self-concept and anxiety; the larger social gap between the grown up exceptional child and his non-handicapped peers; the sheer hunger for peer approval which can lead to compromises in selection of companions; the need for "elementary" activities such as balancing boards, speech therapy, body image programs, visual-motor training, remedial reading, etc., coupled with self-consciousness and sensitivity about having to do "baby stuff"; the aging of the parents with the concomitant disillusionment and disappointment often leading them to give up; the increased difficulty in assisting and managing the older child (e.g., the heavier cerebral palsied and muscular dystrophic, the physically strong acting-out youngster); the estrangement between the grown up child and his parents which can create hostile bonds between them; society's demand that the older exceptional child make more and more of his own decisions, despite his ineptness at doing so.

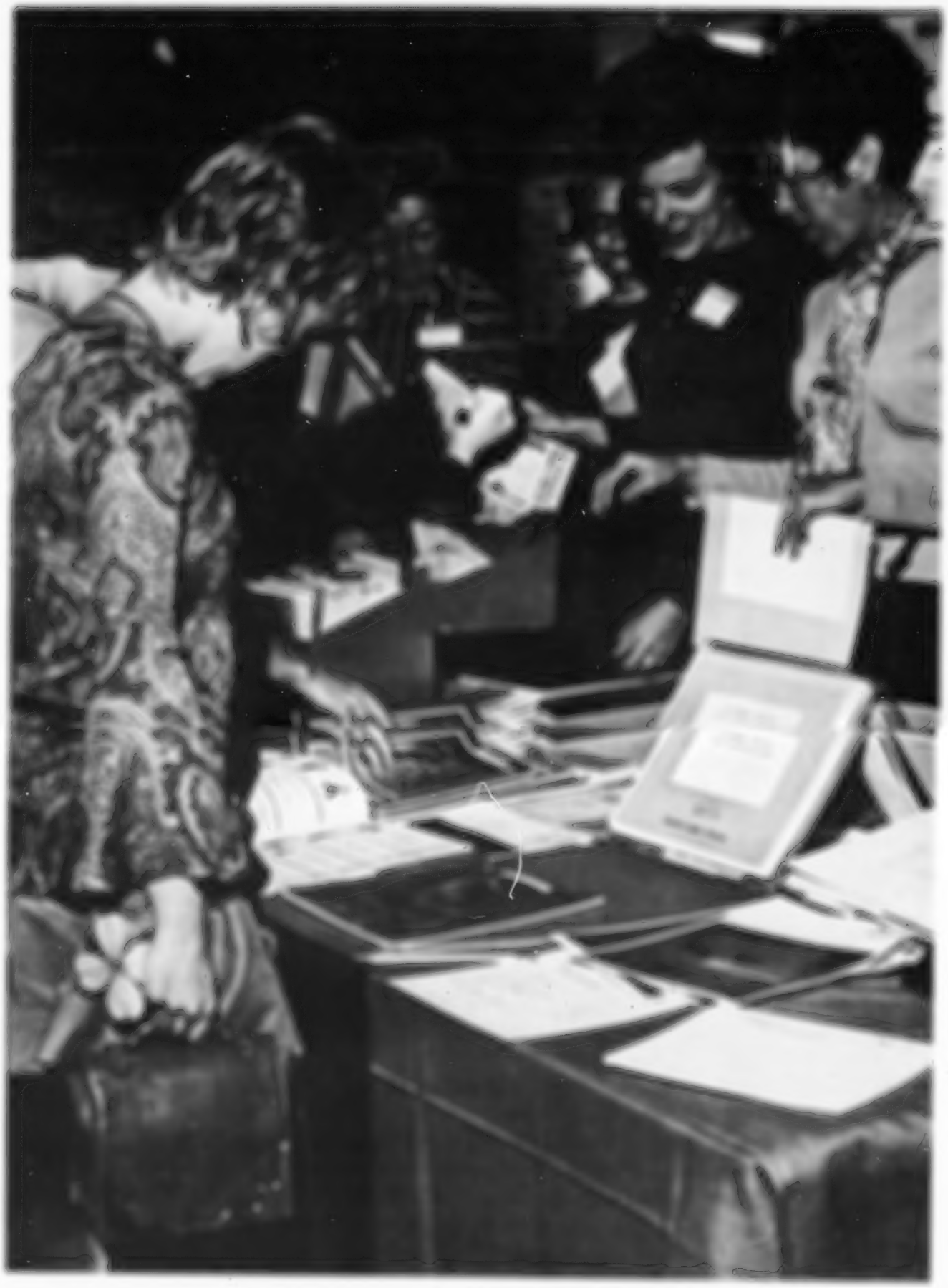
Finally, the parent and child come face to face with reality. There are no more illusions of normalcy such as "attending school" and "doing homework." Undoubtedly, the tasks which confront the grown exceptional child are much more formidable than

those which he faced when he was younger. To put it differently, the same exceptional child who did not fail to attending school, passing spelling tests, joining Boy Scout groups, getting promoted, etc., may nevertheless be unsuccessful in getting and holding a job, dating, marriage and military service. Seen in this light, the currently topical criterion for public education--relevancy--takes on an increased dimension here. For the younger exceptional child, his educational experiences are either relevant or irrelevant, and precisely to the degree which they have enabled him to grow up successfully within the framework of his specific diagnostic limitations.

It is altogether fitting and proper that we here have considered the problems and needs of the exceptional child who has grown up. About fifteen years ago, Special Education witnessed--and was part of--an unparalleled surge of interest in the fate of the exceptional. Classes for the trainable mentally retarded began to become mandated in many states. The New York Association for Brain-Injured Children was formed in 1957. The National Association for Children with Learning Disabilities was created in 1965. Thousands of classes for children with learning disorders have been established whereas previously there were none. Federal funds, research, and the establishment of instructional media centers have spiraled. The literature has increased. New materials and innovative methods have been developed. Our collective social conscience has led to a renewed interest in the disadvantaged in terms of prevention, amelioration and remediation, and integration. Special educators--in part, spurred by the efficacy studies--have begun to bring Special Education into the regular classroom. We are becoming sophisticated about such hitherto esoteric concepts as dyslexia, childhood autism, and behavior modification.

All of this interest and activity, however praiseworthy, fails to the extent that we fail the exceptional child who has grown up. A consideration of the grown up exceptional child can serve as a vital reference point and can lend direction

to our various systems and programs, rendering them meaningful rather than at the "lip-service" level. Perhaps the idea of accountability is totally warranted here. Who, indeed, is accountable for the exceptional child who emerges from the various Special Education classes, the child guidance clinics, and the other supportive services riddled with anxiety and self-doubts, programmed for failure rather than success, still incapable of fulfilling his potential? The educators? The parents? Society? The child, himself? It is patently clear that the only course open to us is to seek relentlessly the ways by which we can effect the maximum adjustment for the exceptional child who has grown up. If we help him, we help the youngest exceptional children for they will be the recipients of our teaching tools which we can now refine, we help ourselves for we have become wanted professionals, and we help society by returning to it citizens who have attained their potential in self-sufficiency, many of whom can enter the mainstream of public life, both accepted and acceptable.



What's new for teaching exceptional children seems to be the question of these teachers as they examine instructional materials displayed by one of the exhibitors at the conference.

INTEREST SESSIONS

GROUP I

"NEW DIMENSIONS IN RECREATION AND PHYSICAL EDUCATION FOR THE HANDICAPPED CHILD"

Ernie Davis
Physical Education Teacher
for the Educable Mentally Retarded
St. Paul Public Schools
St. Paul, Minnesota

A basic approach for teaching Physical Education and Recreational Activities was demonstrated with a group of educable mentally handicapped youngsters. The demonstration illustrated the necessity for breaking each learning activity down into basic component parts.

Activities were presented using a variety of concrete materials as teaching aids. For example, it was demonstrated that it was easier to learn to perform jumping jacks using a three-foot rope as an aid. The rope was placed on the floor in the shape of a circle. Youngsters were then shown how to first put one foot outside the circle, then both feet, then one arm, and then both arms and so on. In a short period of time they were doing jumping jacks in relation to the circle on the floor rather than simply trying to copy what someone else was doing. The key point being that a simple teaching aid brought the activity from the abstract to the concrete level.

It was also brought out that the lesson plan for any activity should include the following aspects: Explanation, demonstration, participation, and evaluation.

GROUP II

"LANGUAGE DEVELOPMENT AND ASSESSMENT"

Sister Rosaire Hiltenberger
Director of Ursuline Speech Clinic
Ursuline College

Language is said to be a system of symbols, a code, consisting of combinations, and sequences of items which must be learned. The code must necessarily be generalized and externalized as it is used for purposes of communication. All communication, however, is not language. Gestures and facil expressions are used to communicate but they are not language. Neither are logical problem solving and thinking, language.

There are three areas of language: semantics, phonology, and syntax. Using test results as bases one would do well to describe a child's functioning in terms of these three areas. Using the excellent teaching materials on the market the teacher can plan her lessons likewise according to the needs of the child in the respective areas. Another approach is to use adaptations of the McGinnis Method together with the teaching materials which have been devised according to levels providing for horizontal and vertical development.

There is a tremendous awareness, new methods, new techniques and even whole new programs. We are in the midst of it all. But it all takes work--much planning. These language deficient children that we teach are worth every effort we exert. May He who has chosen to limit some of his children, be merciful to us who are entrusted with their care.

GROUP III

"INTRODUCTION OF ARITHMETIC CONCEPTS TO MENTALLY RETARDED CHILDREN"

Martha Sudduth, Ed.D.
Associate Professor
Department of Curriculum and Instruction
University of Kentucky

This presentation attempted to present a multi-media approach to counting, the most fundamental of all mathematical topics. Montessori, Stern and Learning Center materials were displayed and discussed in relation to counting by ones. A comparison of these materials pointed to the differences in the conservation of numbers, the breakdown of numbers into groups and the portrayal of even and odd numbers.

It was the speaker's intent to encourage the use of a variety of materials in teaching counting by ones rather than the selection and adoption of one approach in preference to another. Children learn in various ways and the teacher should be aware of a variety of approaches to use in teaching counting and addition. Counting to find the sum of two amounts was discussed in relation to materials that often confuse the child and those that more often lead to success. Three sets of materials were compared and the similarities and differences were identified.

GROUP IV

"DISCIPLINE IN THE CLASSROOM"

Billie Downing
Associate Professor of Special Education
Department of Educational Services
Murray State University

Discipline was discussed in terms of the positive approach to classroom control. It was brought out that discipline should be considered a learning situation for social adaptation. A brief review of behavior modification techniques as they relate to discipline was discussed. It was suggested that positive reinforcement following desired behaviors was a more effective approach to discipline than attending to unacceptable behavior. Reward the pupil for "good" while ignoring the "bad" insofar as possible. The importance of setting limits and methods of carrying out these limits was considered as it relates to classroom environment. The establishment of routines, intervention techniques, the importance of having the day well planned with materials ready, and the manipulation of the child's environment were all considered as they relate to discipline. Rapport between teacher and child, acceptance, consistency, understanding, teacher expectation, voice control and over-all teacher attitudes were considered as components of this entire positive approach to good discipline. Punishment to be used as a last resort was discussed in terms of effective forms of negative reinforcement. Questions and group discussion followed the presentation.

DISCIPLINE

General Principles

1. Discipline and social training are very closely related; any discipline should be considered a learning situation for social adaptation.

2. If there is a behavior problem, you need to discover why. The diagnostic approach is important.

3. Tell the child what to do, rather than what not to do.

4. Give the child help in learning the limits set by the classroom structure.

5. "Face-Saving" correction should be done so that the child is not placed in a compromising position.

6. It is very important to be consistent in discipline; (if you say a thing will happen, see that it does, even if you wish you hadn't said it). If you're not consistent, a child will be confused and will be more apt to "test" the "limits" constantly.

7. Often when it appears that it would be difficult to change a child's behavior, the easiest approach is to manipulate the environment so the problem can be avoided or minimized.

Techniques for Handling the Group

1. Use positive statements more than negative.

2. Use encouraging rather than discouraging statements.

3. Use specific rather than general statements. (After a while, you'll find you can summarize a list of specifics into a more general statement, and the pupils will know the specifics that are meant.)

4. Try to avoid scolding. Use pleasant requests instead.

5. Be careful about asking a child whether he wants to do something. Usually it is better to give him a choice of two things instead of using a statement that will give him a chance to say "No." Or merely state simply that this is the expected behavior.

6. Try not to be in a hurry or rush a child; they get negative as a defense against the pressure unless they can agree with the need for the hurry.

7. Keep teacher "verbalism" to a minimum. This doesn't mean not to talk. It does mean that in giving directions and explanations, don't drown the children in words.

8. Use manual guidance to aid verbal suggestions (especially with younger children, and accompany it with encouraging and kind statements).

9. Avoid issues. (The children often test the limits here.)

10. Don't act while you are angry, and don't let it carry you away.

11. Try to avoid making threats (unless you are prepared to carry them out).

12. Isolate hyperactive children when necessary; stimulate shy and withdrawn children.

13. Plan your day so that the children always have something constructive to do.

How to "Set Limits"

1. Let the children help in the establishment of rules for classroom operation.

2. Write these rules down. Keep them specific and few in number at the beginning.

3. Before the repetition of an activity, review the rules.

4. If an individual is doing something wrong, refer him to the chart rules. Ask him which he has forgotten.

5. In any new activity establish what can and cannot be done.

6. Begin with broad limits and gradually structure the child into acceptable social behavior.

7. Be consistent. The child should know exactly where he stands and what is expected at all times.

Handling Behavior Problems

1. Always try to find the reason for the behavior. Though often it is deep seated and cannot be helped by a teacher, sometimes it is possible to discover what is triggering the reaction so it can be avoided entirely. Support given in time might enable the teacher to alleviate or minimize the problems.

2. Remember that a child who has really lost control of himself is confused, frightened, and as upset as you are; he needs kind firm support.

3. Isolation is a good technique. (This can mean anything from just sitting in his seat, to staying home from school for a day or two. A "quiet corner" in one part of the room, where the child can go to get away from the group situation and calm down is a good idea.)

6. A "quiet" corner needs to be explained to the children.

   a. Tell them it is not for punishment, but just to get them away for a while so they can calm down.

   b. Tell them that if they are sent there, they can come back to the group whenever they feel that they can "try again" to "do things right."

   c. Explain that sometimes just being around a lot of people can get us all on edge, and if we can just get off by ourselves, we can cool off and quiet down and "try again."

5. For any one persistent problem such as hitting others, etc., often some dramatic play and practice in correct or acceptable techniques will help. Sometimes a story about children (or animals) with the same problems can be the basis for some role playing.

6. Many times a behavior problem can be side tracked by getting the child started on another activity in another part of the room.

7. If a child seems full of aggressions, try to find some socially acceptable substitute behavior: pounding a punching bag, manipulating clay, hammering, races, etc.

8. If the group as a whole seems restless, stop and take a look at your program; chances are you need more variety to your lessons, more active things for the children to do, shorter periods of sitting or concentrating, more motivation before an activity, and so on.

9. Misbehavior is sometimes a sign of too much pressure on a child; providing periods of "free play" (though with limits set) can often help.

10. If a child is a problem because he doesn't do what he is asked to do, take a look at how you are giving directions.

    a. Be sure you have his attention.

    b. Give direction only once. If you repeat it, you are quite literally, teaching him not to listen the first time.

    c. If he doesn't follow through, go to him and quietly lead him to or into the activity.

    d. Sometimes it is helpful to ask the child to repeat what you said. Then tell him to go ahead and do it. Give him a word of praise as he starts to follow the direction.

Basic Needs Conducive to Behavior Control

Every individual has certain emotional needs which if not met could be reflected in behavior problems. Since prevention is easier than cure, we should be aware of these needs and possible consequences if they are not fulfilled.

Basic Needs

1. Need for acceptance
2. Need for self-esteem
3. Need for attention and recognition
4. Need for love
5. Need for feelings of security
6. Need for feelings of personal worth
7. Need for understanding
8. Need for communication
9. Need for dependence
10. Need for independence

Methods for Meeting These Needs

1. Give frequent praise and encouragement
2. Be sincere
3. Be consistent
4. Be reassuring
5. Avoid harsh criticism and negativism
6. Set limits
7. Adapt your language to theirs
8. Be a good listener
9. Give them opportunities to make judgements and care for themselves.
10. Let them know you are there, ready and willing to help should they need you.
11. Be supportive

Consequences if Needs Are Not Met

1. Temper tantrums
2. Withdrawn behavior
3. Aggressive behavior
4. Inability to attend
5. Restless behavior
6. Attention seeking behavior that includes: fighting, talking out at inappropriate times, inappropriate personal habits, crying, pouting, making numerous errors, etc.
7. Constant testing of the limits set by the class

GROUP V

"AN EVALUATION OF ACTIVITIES FOR THE TRAINABLE MENTALLY RETARDED"

Kay Ligon
Head Teacher
Marshall County School of Exceptional Children
Marshall County Schools

We must stress in our classes for the trainable child positive social interaction -- not academic achievement. The ultimate is for the child to be so aware of his surroundings and himself that he will be acceptable to his fellow classmates, his family, fellow workers in a sheltered environment, and to his neighbors with whom he comes in contact.

No two classes will have the same program. But we do have the common goals of self-care skills, social living skills, communication, functional academics, leisure time activities, pre-workshop skills, community orientation, home living skills, and others. We must be prescriptive teachers; take each child where he is in these various areas and plan an individual program for him. We must be innovative as to vary the activities, and carefully evaluate as to progress.

In some areas, we can assess our class as a group as to their strengths and weaknesses. They may need more emphasis on community orientation, leisure time activities, or home living skills. We must plan for a total and balanced program with effective means of evaluation.

We need to utilize community volunteers whenever possible, make regular home visits, and emphasize the positive aspects of our programs with community groups.

There is no one magic formula to a successful program. However, if we are prepared to accept responsibility for these children--to work with them--not to what we think is the limit of <u>their</u> abilities but to the limit of <u>our</u> abilities only then are we on our way to reaching the goals.

GROUP VI

"MULTI-MEDIA APPROACH TO MATERIALS
FOR EXCEPTIONAL CHILDREN"

Elizabeth F. Churchill
Director of Services
University of Kentucky Regional Special Education
Instructional Materials Center

The demonstration began with a presentation of the 3M Sound-Slide Language Master/Audio Flash Card Reader Program produced by the University of Kentucky Regional Special Education Instructional Materials Center. The remainder of the hour was devoted to a demonstration of some media available to special educators from the CATALOG. Included were filmreviews and programs from General Learning Corporation, the T-3K educational aid, a Projectable Abacus, Silver Burdett Music Series, Scholastic Record and Book Companion Series, a variety of picture sets, puppets, a multi-media readiness program Schools, Families, Neighborhoods, Distar Reading I, Crossroads Program Level III, Summer Reading Incentive Program, filmstrips such as Introduction to Dating and Teaching Good Behavior and Personal Hygiene to the Retarded Adolescent, and filmstrip-record sets such as Lollipop Dragon and Drugs in Today's World. The materials presented were for various age levels, interest levels, and subject matter areas.

GROUP VII

"PROGRAMS FOR EDUCABLE MENTALLY RETARDED
HIGH SCHOOL STUDENTS"

Ralph White, Ed.D.
Professor of Special Education
and Rehabilitation
Eastern Kentucky University

Today we are discussing one phase of our educational program, namely that of planning and executing specific projects in prevocational and vocational programs for the secondary age educable mentally handicapped.

In planning for prevocational and vocational programs, it is important to identify the individual skills and the sequences of skills which are necessary for one specific component of the total job, and the sequence of such components within the total job.

Once we have delineated our objectives, we should proceed by drawing up an instructional analysis which helps us in the selection of the teaching content of a course and arranges the material into a logical teaching sequence.

The selection of the teaching content involves five steps:

1. List the manipulative activities, that what the students will be doing, in behavioral terms; these are the actual operations.

2. List the units of knowledge pertinent to the operations; this is known as related information.

3. List the instructional settings which are going to be used.

4. Specify definite activities which contribute to the learning process and which facilitate reaching the outcomes.

5. List the instructional media which are going to be used, such as film strips, books, plans, etc.

The arrangement of the course material into some logical teaching sequence has two components:

1. Analyze the teaching activities in terms of what is the most practical and efficient method of learning; and

2. Break out instructional activities into suitable teaching units to achieve a progressive learning process.

While instructional analysis is only one phase of the total instructional process, it seems to me to be the one phase where we can really improve our performance as teachers of the high school educable mentally retarded.

GROUP VIII

"PROBLEMS OF EMOTIONALLY DISTURBED CHILDREN"

C. Michael Nelson, Ed.D.
Director, Program for the Emotionally Disturbed
Department of Special Education
University of Kentucky

The purpose of this presentation was to identify children who, because of their inappropriate behavior, are labeled "Emotionally Disturbed" by their teachers, by mental health specialists, or even by their parents, and to discuss an approach to working with these children in the classroom. It was emphasized that the child's behavior, not an underlying "mental illness", constitutes his disturbance, and that perhaps he would be better described as "disturbing" than "disturbed", since it is on the basis of our interpretation of his behavior that he is identified and labeled.

Teachers are commonly inclined to refer the disturbing child to mental health authorities outside the school and maintain (quite correctly) that their primary responsibility is to teach. Yet teachers are and should be directly involved in the treatment of emotionally disturbed children for at least two important reasons. First, the overwhelming majority of classroom problems involve child behaviors which are disruptive, disturbing, and must be dealt with before academic instruction can get under way. Second, if we view children's behavioral disorders as problems in learning, then the task of teaching new appropriate behaviors is educational, and falls within the range of the teacher's responsibility.

Behavior modification, although certainly not the only approach to working with emotionally disturbed children in the school setting, does provide the teacher with an array of techniques for helping such children relearn adaptive

social and academic behaviors and, consequently, get back on the road to success in the classroom. The principles of behavior modification are rooted in learning theory, and have been employed by teachers for many years. Unfortunately, behavior modifiers have largely failed to explain their techniques in terms of teaching, and have ignored a number of quite valid criticisms of traditional behavior modification practices. The remainder of this presentation was concerned with responding to these criticisms and discussing methods of dealing with disturbing children in the classroom.

Left to right: Mrs. Audrey Pratt, Pointeville Independent, Miss Margaret Grayson, Jefferson County, and Mrs. Sandra Brown, Hopkins County.

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